



Gary Forster  
Secretary

October 10, 2000

To All Local Workforce Investment Boards:

OFFICE OF WORKFORCE DEVELOPMENT

Louisiana has created a vision for investing in our young people that serves as the blueprint for the local system's development efforts. We are committed to creating a system that provides the right intervention at the right time, ensuring that Louisiana's youth acquire the necessary skills for success in education and employment, and that businesses gain a skilled workforce. LDOL has as one of its goals to ensure that young people have the full range of skills needed to successfully transition into adulthood and become employed, productive members of our community and that businesses have the skilled workforce needed to remain competitive in the 21<sup>st</sup> Century.

In order for young people to successfully prepare for, find, and retain employment, they must be able to demonstrate their ability to use a variety of work readiness skills, including the skills needed to transition into young adulthood and establish independence, the skills needed for successful decision making about career interests and job search, and the skills needed to successfully retain the job and learn how to work.

The Workforce Investment Act of 1998 introduces significant changes for youth programs. It has identified new performance outcomes for the Title IB programs which will be the measures of success for all programs funded under this title. These outcomes are both qualitative and quantitative in nature. The new system requires that benchmarking systems be developed to track and measure these outcomes. Specifically, we must create new, or revise current, benchmarking systems for the younger youth outcome – attainment of basic skills and, as appropriate, work readiness or occupational skills – to get credit for the good work we do.

In order to help the youth system develop a comprehensive benchmarking system that meets the needs of young people, provides businesses with a prepared workforce and addresses LDOL's basic system requirements, LDOL, in conjunction with a consortium of local workforce practitioners and Kip Stottlemeyer Associates, has developed a **"WIA Work Readiness Benchmarking System Tool Kit."** This document provides LWIBs with information and LDOL guidance on the requirements for designing benchmarking systems that meet the intended outcome of the law.

In this tool kit, you will find:

- State guidance on requirements for your local benchmarking system.
- Information on how to transition to the WIA outcomes for skills attainment.
- Background on the skills attainment criteria outlined in the law and TEGL No. 7-99.
- A proposed Work Readiness Benchmarking System.

We are excited about the possibilities this system presents to help meet the challenge of assisting young people with successful entry into the job market. We look forward to working with the LWIBs to meet the needs of business in their areas, while growing and expanding opportunities for their communities.

Assistant Secretary of Labor for Workforce Development

**LDOL policy guidance on requirements of local benchmarking systems** including transition tips for getting started.

**Legislative and regulatory background on youth skill attainments** for quick reference when making decisions about your local benchmarking systems.

**Work Readiness benchmarking system** that you can adopt and easily turn into local policy.

**Job Getting entry assessment tool**, in a ready-to-copy format, outlining criteria for each of the identified learning objectives.

**Job Keeping entry assessment tool**, in a ready-to-copy format, to identify the “presumptive” need for training in job keeping skills.

**Job Getting final assessment tools**, in a ready-to-copy format, to document successful completion of the identified learning objectives.

**Job Keeping Worksite Training and Performance Feedback tool**, in a ready-to-copy format, to document learning outcomes at worksites.

**Important issues you will want to consider** when creating your local policy for work readiness benchmarking system.



November 13, 2000

**WORKFORCE INVESTMENT ACT**  
**INSTRUCTION NO. 18**  
**Change 1**

TO: All Chief Elected Officials, LWIB Chairs and LWIA Directors

FROM: Sujuan M. Williams Boutte, Assistant Secretary of Labor

SUBJECT: Youth Benchmarking Systems

**Purpose**

This document provides local LWIBs with information and LDOL guidance on the requirements for designing benchmarking systems to meet the intended outcome of the law for the younger youth skill attainment performance measure.

In this document, you will find:

- LDOL interpretations of information on the skills attainment criteria as outlined in the law, the regulations and TEGL No. 7-99;
- State guidance on requirements for your local benchmarking system; and,
- Recommendations on how to transition to the WIA outcomes for skills attainment

**Background on Younger Youth Skill Attainment Performance Measures and Benchmarking Systems**

The Workforce Investment Act of 1998 has identified new performance outcomes for the Title IB programs which will be the measures of success for all programs funded under this title. These outcomes are both qualitative and quantitative in nature. While many of the performance measures can be tracked and documented through employer wage records, the younger youth (ages 14-18) skill attainment measure will require that "benchmarking systems" be developed to track and measure these outcomes.

The skills attainment performance measure applicable to all in-school youth and any out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills will be calculated as follows:

Total # of basic skills goals attained plus  
Number of work readiness skills goals attained plus  
Number of occupational skills goals attained

---

Total # of basic skills goals set plus  
Number of work readiness skills goals set plus  
Number of occupational skills goals set

The “skill attainment” outcome is to create an appropriate **intermediate-type measure** for youth who require more services, such as academic and soft skills development, prior to attaining a diploma or equivalency, employment, and post secondary education.

Training and Employment Guidance Letter 7-99 states that to measure skill attainment for the younger youth skill attainment measure, local programs must assess youth at intake to determine; whether they are in need of basic skills, work readiness skills, and/or occupational skills. This assessment will include a review of basic skills, occupational skills, prior work experience, employability, interest, aptitudes and supporting service needs. From this assessment, skill attainment goals will be established.

To determine whether youth meet the skill attainment goals will require a pre-assessment and post-assessment of skill level. The use of standardized assessment procedures such as a standardized test or a performance-based assessment with a standardized scoring method is encouraged. In cases where a standardized test or a performance-based assessment is not available (such as work-readiness skills), assessment techniques must be objective, unbiased and conform to widely accepted, clearly defined criteria, be field tested for utility, consistency, and accuracy, and provide for the training/preparation of raters/scorers.

Information on achievement of skill attainment goals should be derived from case management or follow-up services. **All data and methods to determine achievement of skill attainment goals must be documented and are subject to audit.**

### **Local Requirement to Account for Skill Attainment Outcomes**

Each LWIB must have identified benchmarking systems for the younger youth outcome -- Attainment of basic skills and, as appropriate, work readiness or occupational skills -- to get credit for the good work we do.

Keeping with the intent of the law and to support a locally developed system, LDOL will not create mandatory, state-wide systems for benchmarking skill attainments. **Rather, each LWIB will be required to create local policy and benchmarking systems for each of the following three skill areas:**

- 1. Basic Education Skills:** Fundamental education skills needed to function in life or on the job including reading, writing, math, and communication;

2.     **Work Readiness Skills:**     Skills necessary to look for, obtain, and retain a job; and,
3.     **Occupational Skills:**     Skills normally required to carry out tasks at an entry, intermediate, or advanced level in a specific occupation or cluster of occupations.

While these skill areas may appear similar to the JTPA where there was a requirement to have PIC approved competency systems for Basic Skills, Pre-Employment/Work Maturity Skills, and Job Specific Skills, the structure of these competencies may not meet the intended outcome or scope included in WIA. There are there are four (4) specific differences from the old system to the WIA system.

1. WIA has three skill attainment areas counted under one performance measure. Basic skills, work readiness skills, and occupational skills are not inter-related, whereas JTPA required that a young person obtain two of three competencies to count an outcome.
2. WIA skill attainment measure is counted during program participation, whereas JTPA outcomes were counted at time of termination.
3. WIA allows for multiple skill attainments per benchmarking area, whereas some JTPA competencies did not necessarily allow for multiple outcomes.
4. WIA allows for up to three skill attainments per year per youth, whereas JTPA was a one time outcome.

The main ideas you should remember when designing your benchmarking systems to meet the above performance measure are:

- **Incorporate quality assessment** tools and practices to identify needed training.
- Performance is **measured during program** participation.
- **Setting the goal** triggers the performance calculation.
- **A goal must be set** to get credit for outcome.
- The goal must be identified on the young person's **ISS and in the MIS system.**
- If the young person is **basic skills deficient**, there must be a **basic skills goal set.**
- Each young person **must have at least one goal**, and can have **up to 3 goals** (any mix) per year.
- Once a goal is set, the young person has **up to 12 months** to achieve the goal.
- The skill attainment could be a **collective outcome across multiple programs.**

### **Benchmarking Systems Design**

**LDOL is requiring each LWIA to design a local benchmarking system** for each of the three skill areas around the following **7 basic elements**, which adhere to the guidance listed above:

## 1. Learning Objectives

The learning objectives are outcome statements that describe the skills to be taught and mastered.

## 2. Entry Assessment

The entry assessment is an investigation of the customer's skill level at the time of registration, used to determine and document what the customer can already do and what they need to learn. The entry assessment must clearly identify the tools and/or criteria to be used in determining the customer's skill levels. This information is then utilized to determine the most appropriate training plan for the individual.

## 3. Skill Attainment Definition

The definition of a skill attainment will clearly articulate what the customer must achieve in order to take a skill attainment outcome. The outcomes are to be intermediate benchmarks that ordinarily would take between 6 and 12 months to accomplish.

## 4. Identified Goal and Training Plan

A goal indicating the customer is in need of the training services and an individual training plan must be clearly identified prior to the customer receiving services. The goal must be articulated on a formal, written document where both the customer and the service providers understand and agree to work toward attainment of the goal.

## 5. Training Curricula and Methods

Curricula and instructional strategies developed by the training agency or worksite to support the learning objective and meet the goal identified in the service plan.

## 6. Final Assessment

Assessment, during and/or at the completion of training, to measure skill level against specified outcome and to determine the amount of progress made toward achieving the goal set out in the training plan.

## 7. Documentation

A series of documentation is required to record customer progress and achievement of benchmark.

## **Recommendations to Transition into WIA**

To assist you in designing your required local benchmarking systems for the three skill areas, LDOL is providing the following **recommendations** based on definitions provided in TEGL 7-99.

### **Basic Skills Benchmarking System**

#### **Definition:**

A younger youth is considered to be basic literacy skills deficient if the individual computes or solves problems, reads, writes, or speaks English at or below the 8<sup>th</sup> grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. If a participant is deficient in basic literacy skills, the individual must set, at a minimum, one basic skills goal (the participant may also set work readiness and/or occupational skills goal, if appropriate).

#### **Recommendation:**

The basic skills benchmark must show a **measurable increase** in basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.

In order to ensure that your system meets the developmental diversities of the populations you will be serving you may want to create a system that provides multiple options for measuring a basic skills increase, not limiting your local system to a singular option such as the TABE. The would require you to **identify the variety of assessment instruments** that are used in your community and school system. For each of the identified instruments, you would need to **define what the measurable increase** would be for that specific testing strategy.

### **Work Readiness Benchmarking System**

#### **Definition:**

Work readiness skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image.

#### **Recommendation:**

November 13, 2000

Since the definition of work readiness is much broader than the previous USDOL 11 Pre-Employment and Work Maturity, you may want to develop an **expanded, comprehensive list** of work readiness learning objectives, with a **specified minimum of any ten skills** becoming the benchmark.

### **Occupational Skills Benchmarking System**

#### **Definition:**

Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

#### **Recommendation:**

For the occupational skills being benchmarked through **worksite training**, you may want to use the **Secretary's Commission on Achieving Necessary Skills (SCANS) Competencies** to develop specific learning objectives applicable to each job or occupation in which training will be provided. Each worksite and occupation could have a minimum number of eight skills identified with an individual training outline and evaluation plan created in conjunction with the employer and young person, that designates the level of performance required.

If you have any questions concerning this instruction, please contact your State technical assistance representative.

SMWB:SG:mh



# Legislative and Regulatory Background Information

## Youth Benchmarking Systems

### The Workforce Investment Act of 1998 (Excerpts)

#### SEC. 129. USE OF FUNDS FOR YOUTH ACTIVITIES.

##### (a) Purposes.

The purposes of this section are--

- (1) to provide, to eligible youth seeking assistance in achieving academic and employment success, effective and comprehensive activities, which shall include a variety of options for improving educational and skill competencies and provide effective connections to employers;
- (2) to ensure on-going mentoring opportunities for eligible youth with adults committed to providing such opportunities;
- (3) to provide opportunities for training to eligible youth;
- (4) to provide continued supportive services for eligible youth;
- (5) to provide incentives for recognition and achievement to eligible youth; and
- (6) to provide opportunities for eligible youth in activities related to leadership, development, decision-making, citizenship, and community service.

##### (c) Local Elements and Requirements.

###### (1) Program design.--

Funds allocated to a local area for eligible youth under paragraph (2)(A) or (3), as appropriate, of section 128(b) shall be used to carry out, for eligible youth, programs that--

- (A) provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program;
- (B) develop service strategies for each participant that shall identify an employment goal (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant taking into account the assessment conducted pursuant to subparagraph (A), except that a new service strategy for a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education or training program; and

- (C) provide--
  - (i) preparation for post-secondary educational opportunities, in appropriate cases;
  - (ii) strong linkages between academic and occupational learning;
  - (iii) preparation for unsubsidized employment opportunities, in appropriate cases; and
  - (iv) effective connections to intermediaries with strong links to--
    - (I) the job market; and
    - (II) local and regional employers.

**(2) Program elements.**

The programs described in paragraph (1) shall provide elements consisting of--

- (A) tutoring, study skills training, and instruction, leading to completion of secondary school, including dropout prevention strategies;
- (B) alternative secondary school services, as appropriate;
- (C) summer employment opportunities that are directly linked to academic and occupational learning;
- (D) as appropriate, paid and unpaid work experiences, including internships and job shadowing;
- (E) occupational skill training, as appropriate;
- (F) leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours, as appropriate;
- (G) supportive services;
- (H) adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
- (I) follow-up services for not less than 12 months after the completion of participation, as appropriate; and
- (J) comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.

**(3) Additional requirements.**

- (A) Information and referrals.

Each local board shall ensure that each participant or applicant who meets the minimum income criteria to be considered an eligible youth shall be provided--

  - (i) information on the full array of applicable or appropriate services that are available through the local board or other eligible providers or one-stop partners, including those receiving funds under this subtitle; and

- (ii) referral to appropriate training and educational programs that have the capacity to serve the participant or applicant either on a sequential or concurrent basis.
- (B) Applicants not meeting enrollment requirements.  
Each eligible provider of a program of youth activities shall ensure that an eligible applicant who does not meet the enrollment requirements of the particular program or who cannot be served shall be referred for further assessment, as necessary, and referred to appropriate programs in accordance with subparagraph (A) to meet the basic skills and training needs of the applicant.

## **SEC. 136. PERFORMANCE ACCOUNTABILITY SYSTEM.**

### **(a) Purpose.**

The purpose of this section is to establish a comprehensive performance accountability system, comprised of the activities described in this section, to assess the effectiveness of States and local areas in achieving continuous improvement of workforce investment activities funded under this subtitle, in order to optimize the return on investment of Federal funds in statewide and local workforce investment activities.

### **(b) State Performance Measures.**

#### **(1) In general.**

For each State, the State performance measures shall consist of--

- (A)
  - (i) the core indicators of performance described in paragraph (2)(A) and the customer satisfaction indicator of performance described in paragraph (2)(B); and
  - (ii) additional indicators of performance (if any) identified by the State under paragraph (2)(C); and
- (B) a State adjusted level of performance for each indicator described in subparagraph (A).

#### **(2) Indicators of performance.**

- (A) Core indicators of performance.
  - (i) In general.--The core indicators of performance for employment and training activities authorized under section 134 (except for self-service and informational activities) and (for participants who are eligible youth age 19 through 21) for youth activities authorized under section 129 shall consist of--

- (I) entry into unsubsidized employment;
  - (II) retention in unsubsidized employment 6 months after entry into the employment;
  - (III) earnings received in unsubsidized employment 6 months after entry into the employment; and
  - (IV) attainment of a recognized credential relating to achievement of educational skills, which may include attainment of a secondary school diploma or its recognized equivalent, or occupational skills, by participants who enter unsubsidized employment, or by participants who are eligible youth age 19 through 21 who enter post-secondary education, advanced training, or unsubsidized employment.
- (ii) Core indicators for eligible youth--The core indicators of performance (for participants who are eligible youth age 14 through 18) for youth activities authorized under section 129, shall include--
- (I) attainment of basic skills and, as appropriate, work readiness or occupational skills;
  - (II) attainment of secondary school diplomas and their recognized equivalents; and
  - (III) placement and retention in post-secondary education or advanced training, or placement and retention in military service, employment, or qualified apprenticeships.

(B) Customer satisfaction indicators.

The customer satisfaction indicator of performance shall consist of customer satisfaction of employers and participants with services received from the workforce investment activities authorized under this subtitle. Customer satisfaction may be measured through surveys conducted after the conclusion of participation in the workforce investment activities.

## Final Regulations (Excerpts)

Some comments requested greater specificity and clarity for the definitions of the measures.

Response: The language in Sec. 666.100(a) reflects the language in section 136(b)(2) of the Act. In general, we feel that the statutory language provides the basis for on-going consultation with partners and stakeholders. Then, as appropriate, additional guidance can be provided, such as the recent guidance on the measures provided in Training and Employment Guidance Letters (TEGL), number 7-99 and 8-99. However, in response to a specific comment that attainment of basic skills was too general and not necessarily related to program services, we clarified the measure for younger youth, at Sec. 666.100(a)(3)(i), to reflect the basic program design for youth that establishes one or more goals for participants each year. Attainment of basic skills goals, and, as appropriate, work readiness or occupational skills goals, is, therefore, a more accurate way to describe the measure, but it is limited to no more than three goals per year. Use of the term “goals” in reference to these difference skills acknowledges that obtaining skills, especially for younger youth, is an incremental process. This concept is described in more detail in TEGL 7-99.

## **Training and Employment Guidance Letter No. 7-99 (Excerpts)**

### **4. Performance and Accountability Framework.**

#### **A. Applying the WIA Core Measures Across Partner Programs.**

A major emphasis of the legislation is improving coordination between the workforce investment system and adult education, literacy, and vocational rehabilitation programs that were re-authorized in the bill and vocational education programs addressed in separate legislation. Incentive grants will be awarded based on exceeding State adjusted levels of performance for WIA Titles I and II (Adult Education and Literacy) and the Carl D. Perkins Vocational and Applied Technology Education Act. The Department is working with the U.S. Department of Education to develop a coordinated performance accountability framework across labor, adult education, vocational education and vocational rehabilitation programs. Initially, these efforts are focusing on the common components of the core measures. These efforts will also include developing common terms and additional measures which States and localities may choose to draw upon.

To encourage integration of services and recognize shared contributions toward outcomes, the Department will use the following strategy for tracking and reporting across WIA Title I funded (WIA funded programs) and other workforce investment partners. Once an individual has registered for WIA funded services, programs can claim credit for outcomes on core measures attained by participants who receive non-WIA funded services (such as those offered by One-Stop and School-to-Work partner programs). The non-WIA-funded partner programs that are included in the performance measurement system must be party to local Memorandums of Understanding (MOU). Each partner program must have the capacity to track registered WIA participants until the individual exits (the definition of exit is in Section 4.D) all WIA and non-WIA-funded partner services. Some methods for tracking participants across programs include specifying the non-WIA funded services in the individuals' service plans, coordinating services across WIA and non-WIA funded services, and providing follow-up services to individuals.

#### **B. Applying Measures to Funding Streams and Population Groups.**

The WIA core measures, other than the customer satisfaction measures, are applied separately to the three funding streams: adult, dislocated workers, and youth. The youth funding stream is further divided into two categories: older youth (aged 19-21) and younger youth (aged 14-18). This means that 15 of the measures are divided among the four different populations groups. The two customer satisfaction measures are applied across all population groups. Since the outcomes vary across the four population groups, the Department maintains that it is important to measure performance separately for each

group. The following rules apply to determine how to count participants in the funding streams:

- \* If a participant is served by a specific funding stream, he/she will be counted in that funding stream's set of measures (e.g., a participant served by adult funds will be in the adult measures).
- \* If a participant is served by more than one funding stream, he/she will be counted in more than one set of measures (e.g., a participant served by youth funds and adult funds will be counted in the youth measures and adult measures).
- \* Since there are two sets of measures within the youth funding stream, the following rule applies for those served by the youth funding stream: a youth must be included only in the set of youth measures that applies based on the person's age at registration (i.e., youth between the ages of 14 and 18 at registration will be included in the younger youth measures and youth between the ages of 19-21 at registration will be included in the older youth measures) regardless of how old the participant is at exit (this is a different rule for counting youth in the measures than the rule for counting youth used in PY 1999 by the early implementing States).
- \* All exit-based measures (which includes all the core measures except the younger youth skill attainment rate and the employer customer satisfaction measure) will be effective when the participant has exited all WIA Title I and partner services (definition of exit is provided in Section D). In the case of a youth participant who becomes an adult participant, the individual will be counted in both the youth measures and adult measures. Neither set of exit-based measures will be applied until that participant has exited the adult program services (as well as all other WIA Title I or partner services). This is because exit-based measures assess a participant's outcome following their full range of services, even when those services are from different program areas.

## J. Older Youth (Age 19-21) Measures

### Older Youth Entered Employment Rate

*Of those who are not employed at registration and who are not enrolled in post-secondary education or advanced training in the first quarter after exit:*

Number of older youth who have entered employment by the end of the first quarter after exit divided by the number of older youth who exit during the quarter

Operational Parameters:

- Individuals who are employed at registration are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Employment at registration is based on information collected from the registrant, not on UI wage records.
- Individuals in both employment and post-secondary education or advanced training in the first quarter after exit will be included in the denominator. Individuals who are not employed, but are in only post-secondary education or advanced training in the first quarter after exit are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).

Definitions:

***Post-Secondary Education*** - a program at an accredited degree-granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). Does not include programs offered by degree-granting institutions that do not lead to an academic degree.

***Advanced Training*** - an occupational skills employment/training program, not funded under Title I of the WIA, which does not duplicate training received under Title I. Includes only training outside of the One-Stop, WIA and partner, system (i.e., training following exit).

Rationale:

The exclusion of those individuals who move on to post-secondary education or advanced training and not employment avoids the disincentive of penalizing a program for placing an older youth in post-secondary education or advanced training. It better aligns the older youth measures with the younger youth measures which reward programs for moving youth into post-secondary education or advanced training. Those individuals who are excluded from this measure due to entry into post-secondary education or advanced training will be measured in the older youth credential rate.



## Older Youth Employment Retention Rate at Six Months

*Of those who are employed in the first quarter after exit and who are not enrolled in post-secondary education or advanced training in the third quarter after exit:*

Number of older youth who are employed in third quarter after exit divided by the number of older youth who exit during the quarter.

### Operational Parameters:

- This measure includes all individuals who are employed in the first quarter following exit, except those individuals who are employed in the first quarter and not employed in the third quarter following exit, but are in post-secondary education or advanced training third quarter following exit. These individuals are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Employment in the first and third quarters following exit does not have to be with the same employer.

### Rationale:

As in the entered employment rate, it would be unfair to penalize a participant who was employed in the quarter after exit, but left employment to start post-secondary education in the third quarter after exit. Therefore, those not employed in the third quarter after exit who are in post-secondary education or advanced training in that third quarter following exit are excluded from the measure.

## Older Youth Average Earnings Change in Six Months

*Of those who are employed in the first quarter after exit and who are not enrolled in post-secondary education or advanced training in the third quarter after exit:*

Total post-program earnings (earnings in quarter 2 + quarter 3 after exit) minus pre-program earnings (earnings in quarter 2 + quarter 3 prior to registration) divided by the number of older youth who exit during the quarter.

### Operational Parameters:

- This measure includes the same population as the older youth employment retention measure (regardless of their employment status at registration).
- To ensure comparability of this measure on a national level, the UI wage records will be the only data source for this measure. Therefore, individuals whose employment in either the first or third quarter after exit was determined from

supplementary sources and not from UI wage records are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).

- Individuals who are not found to be employed in the first quarter after exit are excluded from this measure.
- States should exclude from this measure any individuals whose entry (registration) date is so far back in time that accessing quarters 2 and 3 of pre-registration wage data is unfeasible or unreasonable. However, participants excluded from this measure for this reason should still be included in any other applicable measures. For example, the person should still be counted in the retention measure.
- If supplementary sources are the data source for a participant's employment in the 2nd and/or 3rd quarter prior to registration, that participant is excluded from this measure.

### **Older Youth Credential Rate**

Number of older youth who are in employment, post-secondary education, or advanced training in the first quarter after exit and received a credential by the end of the third quarter after exit divided by the number of older youth who exit during the quarter

#### **Operational Parameters:**

- As opposed to the adult and dislocated worker measures where a credential must be coupled with employment, for older youth, a credential can be coupled with employment, entry into post-secondary education, or entry into advanced training.
- As opposed to the adult and dislocated worker measures where only those who received training services are included in the measure, all older youth exiters will be included in this measure.
- Credentials can be obtained while a person is still participating in services. This denominator is different from the adult and dislocated worker credential measure in that those two measures are a subset of participants enrolled in training, while this measure includes all older youth. The reason is that there is not a specific activity of "training" in the youth program as there is in the adult and dislocated worker programs through individual training accounts. Therefore, it is not possible to limit the measure to those enrolled in training.

## **K. Younger Youth (Age 14-18) Measures**

### **Younger Youth Skill Attainment Rate**

*Of all in-school youth and any out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills:*

Total number of basic skills goals attained by younger youth plus number of work readiness skills goals attained by younger youth plus number of occupational skills goals attained by younger youth divided by the total number of basic skills goals plus the number of work readiness skills plus the number of occupational skills goals set.

Operational Parameters:

- The measure should create an appropriate intermediate-type measure for youth who require more services, such as academic and soft skills development, prior to attaining a diploma or equivalency, employment, and post secondary education.
- If a participant is deficient in basic literacy skills, the individual must set, at a minimum, one basic skills goal (the participant may also set work readiness and/or occupational skills goals, if appropriate).
- WIA participants counted in this measure will be all in-school; and any out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills.
- All youth measured in this rate must have a minimum of one skill goal set per year and may have a maximum of three goals per year.
- The target date for accomplishing each skill goal must be set for no later than one year.
- The skill goal or the target date set can only be extended if the participant has a gap in service where they are placed in a hold status in which the participant is not receiving services but plans to return to the program. When they enter a hold status, the one year clock for the goal target date stops. The clock begins again once the participant is no longer in a hold status.
- Goals will fall into the category of basic skills, work readiness skills, or occupational skills. Participants may have any combination of the three types of skill goals (three skill goals in the same category, two skill goals in one category and one skill goal in another, or one skill goal in each category, etc.).
- Success of skill attainment goals will be recorded in the quarter of goal achievement, while failure will be recorded in the quarter one year from the time the goal was set if not attained by such time.

## Definitions:

***Basic literacy skills deficient*** - the individual computes or solves problems, reads, writes, or speaks English at or below the 8th grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. In addition, States and locals have the option of establishing their own definition, which must include the above language. In cases where States and/or locals establish such a definition, that definition will be used for basic literacy skills determination.

***Basic skills goal*** - measurable increase in basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.

***Occupational skills goal*** - primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

***Work readiness skills goal*** - work readiness skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image.

## Rationale:

There is concern about the potential lack of comparability among States and local areas on this measure. At the same time, local flexibility is important because of the individual service strategy philosophy. With these competing forces, it is important to set some guidelines to ensure comparability, while not being so proscriptive as to prevent participants from setting appropriate goals. Therefore, a maximum of three goals per person in each year is allowable in order to prevent the setting of multiple minimum-level skills goals, while still encouraging participants to set goals in any one of the skill categories.

## Younger Youth Diploma or Equivalent Attainment

*Of those who register without a diploma or equivalent:*

Number of younger youth who attained secondary school diploma or equivalent by the end of the first quarter after exit divided by the number of younger youth who exit during the quarter (except those still in secondary school at exit)

Operational Parameters:

- If a younger youth exits WIA while still enrolled in secondary education, the individual is excluded from the measure (i.e., programs will not be held accountable for these individuals under this measure).
- All younger youth (except those still in secondary school at exit and those who have already attained their diploma or equivalent prior to registration) will be assessed in this measure in the quarter after exit.

Definitions:

***High School Diploma Equivalent*** - a GED or high school equivalency diploma recognized by the State.

Rationale:

Those participants who exit WIA while still enrolled in secondary education are excluded from the measure. This exclusion is because some participants may decide to leave the program before finishing high school. It would be impossible for those participants to have attained a diploma or equivalent at the time of exit if they are still enrolled in high school. This measure is intended to motivate program staff to continue services to participants until they attain a diploma or its equivalent.

## Younger Youth Retention Rate

Number of younger youth found in one of the following categories in the third quarter following exit (post secondary education, advanced training, employment, military service, qualified apprenticeships) divided by the number of younger youth who exit during the quarter (except those still in secondary school at exit).

### Operational Parameters:

- If the participant is in one of the placement activities listed above during the third quarter following exit, the individual is counted as successfully retained (the participant does not have to remain in the same activity for the entire retention period, as long as the participant is found in one of the activities during the third quarter).
- If the participant exits WIA and does not enter into any of placement activities by the time retention is measured, the participant is counted in the denominator of the measure and it is reflected as a negative outcome.
- If a younger youth exits WIA while still enrolled in secondary education, the individual is excluded from the measure (i.e., programs will not be held accountable for these individuals under this measure).

### Definitions:

***Qualified apprenticeship*** - a program approved and recorded by the ETA/Bureau of Apprenticeship and Training (BAT) or by a recognized State Apprenticeship Agency (State Apprenticeship Council). Approval is by certified registration or other appropriate written credential.

***Military service*** - reporting for active duty.

### Rationale:

This measure assesses retention in the third quarter following exit from the program. This measurement time period is consistent with the adult and dislocated worker retention period, which also measure retention in the third quarter following exit. The WIA stipulated one measure for younger youth placement and retention. Because of the increasing emphasis on post-program measures, retention was chosen as the focus of this measure. To be consistent with the diploma/equivalency attainment rate and because it would be unfair to penalize those participants who exit while still in secondary school, the denominator of this measure does not include those who exit while still in secondary school.

## **M. Data Sources and Methods to Collect Data on Adult, Dislocated Worker, and Youth Measures**

### **4. Skill Attainment**

To measure skill attainment for the younger youth skill attainment measure, local programs must assess youth at intake to determine whether they are in need of basic skills, work readiness skills, and/or occupational skills. This assessment will include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes and supporting service needs. From this assessment, skill attainment goals will be established (see operational parameters under Section I, skill attainment measure). To determine whether youth meet the skill attainment goals will require a pre-assessment and post-assessment of skill level. The use of a standardized assessment procedure such as a standardized test or a performance-based assessment with a standardized scoring method is encouraged. These tests may include:

- Test of Adult Basic Education (TABE);
- DOL Workplace Literacy Test (DOL-WLT);
- Adult Measure of Educational Skills (AMES);
- Adult Basic Learning Examination (ABLE);
- Adult Literacy Test (ALT), Simon & Schuster;
- Armed Forces Qualifying Test (AFQT);
- Basic Occupational Literacy Test (BOLT);
- California Achievement Test (CAT);
- Career Ability Placement Survey (CAPS);
- Comprehensive Adult Student Assessment System (CASAS);
- General Aptitude Test Battery (GATB);
- Iowa Test of Basic Skills (ITBS);
- Metropolitan Achievement Test (MAT);
- Reading Job Corps Screening Test (RJCST); or
- Wide Range Achievement Test (WRAT)

In cases where a standardized test or a performance-based assessment is not available (such as for work-readiness skills), assessment techniques must be objective, unbiased and conform to widely accepted, clearly defined criteria, be field tested for utility, consistency, and accuracy, and provide for the training/preparation of all raters/scorers. Information on achievement of skill attainment goals should be derived from case management or follow-up services. All data and methods to determine achievement of skill attainment goals must be documented and are subject to audit.

## Definitions of Key Terms

**Advanced Training** - an occupational skills employment/training program, not funded under Title I of the WIA, which does not duplicate training received under Title I. Includes only training outside of the one-stop, WIA and partner, system (i.e., training following exit).

**Basic literacy skills deficient** - the individual computes or solves problems, reads, writes, or speaks English at or below the 8th grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. In addition, States and locals have the option of establishing their own definition, which must include the above language. In cases where States and/or locals establish such a definition, that definition will be used for basic literacy skills determination.

**Basic Skills Goal** - measurable increase in basic education skills include reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.

**Credential** - nationally recognized degree or certificate or State/locally recognized credential. Credentials include, but are not limited to a high school diploma, GED or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates. States should include all State Education Agency recognized credentials. In addition, States should work with local Workforce Investment Boards to encourage certificates to recognize successful completion of the training services listed above that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment.

**Occupational Skills Goal** - primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

**Work Readiness Skills Goal** - Work readiness skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image.



# Work Readiness Benchmarking System

# Table of Contents

| <b>Content</b>   | <b>Page</b>  |
|--|--------------|
| <b>A. Design Elements of a Benchmarking System</b>           | <b>3-4</b>   |
| <b>B. Introduction to Work Readiness Benchmarking System</b> | <b>5</b>     |
| <b>C. Learning Objectives</b>                                | <b>5</b>     |
| • Transition Skills Learning Objectives                      | <b>6</b>     |
| • Job Getting Skills Learning Objectives                     | <b>7</b>     |
| • Job Keeping Skills Learning Objectives                     | <b>8-11</b>  |
| <b>D. Entry Assessment</b>                                   | <b>12</b>    |
| • Job Getting Skills Assessment Tools                        | <b>13-18</b> |
| • Job Keeping Skills Assessment Tools                        | <b>19</b>    |
| <b>E. Skill Attainment Definition</b>                        | <b>20-21</b> |
| <b>F. Identified Goal and Training Plan</b>                  | <b>22</b>    |
| <b>G. Training Curricula and Methods</b>                     | <b>22</b>    |
| <b>H. Final Assessment</b>                                   | <b>23</b>    |
| • Job Getting Skills Assessment Tools                        | <b>25-29</b> |
| • Job Keeping Skills Assessment Tools                        | <b>30-34</b> |
| <b>I. Required Documentation</b>                             | <b>35</b>    |

# Work Readiness Benchmarking System

## A. Design Elements of a Benchmarking System

In order to have a documentable, competency-based outcome system, local benchmarking should be designed around elements which include measurable goals, assessment of the customer's entry skill level, development of an individualized training plan, provision of appropriate training services, attention to documentation, and final assessment of skill level.

This work readiness benchmarking system has been designed around seven basic elements:

### 1. Learning Objectives

The learning objectives are outcome statements that describe the skills to be taught and mastered.

### 2. Entry Assessment

The entry assessment is an investigation of the customer's skill level at the time of registration, used to determine and document what the customer can already do and what they need to learn. The entry assessment must clearly identify the tools and/or criteria to be used in determining the customer's skill levels. This information is then utilized to determine the most appropriate training plan for the individual.

### 3. Skill Attainment Definition

The definition of a skill attainment will clearly articulate what the customer must achieve in order to take a skill attainment outcome. The outcomes are to be intermediate benchmarks, which ordinarily would take between 6 and 12 months to accomplish.

#### **4. Identified Goal and Training Plan**

A goal indicating the customer is in need of the training services and an individual training plan must be clearly identified prior to the customer receiving services. The goal must be articulated on a formal, written document where both the customer and the service providers understand and agree to work toward attainment of the goal.

#### **5. Training Curricula and Methods**

Curricula and instructional strategies developed by the training agency or worksite to support the learning objectives and goal identified in the service plan.

#### **6. Final Assessment**

Assessment, both during and/or at the completion of training, to measure skill level against specified outcome and to determine the amount of progress made in achieving the goal set out in the training plan.

#### **7. Documentation**

A series of documentation is required to record customer progress and achievement of a benchmark.

## **B. Introduction to Work Readiness Benchmarking System**

The Louisiana Department of Labor has as one of its goals to ensure that young people have the full range of skills needed to successfully transition into adulthood and become employed, productive members of our community; and that businesses have the skilled workforce to remain competitive in the 21st Century.

In order for young people to successfully prepare for, find, and retain employment, they must be able to demonstrate their ability to apply and use a variety of *work readiness skills*. We have categorized these skills as:

- 1. Transition:** Skills needed for the transition into young adulthood and establishment of independence.
- 2. Job Getting:** Skills needed for successful decision making about career interests and job search.
- 3. Job Keeping:** Skills needed to successfully retain the job and learn how to work.

## **C. Learning Objectives**

The new Work Readiness system consists of 60 skills. They are divided into three identified categories:

- 1. Transition:** 10 skills identified.
- 2. Job Getting:** 11 skills identified.
- 3. Job Keeping:** 39 skills identified.

The following pages outline the learning objectives that will define the full set of “work readiness” skills.

## *Transition Skills Learning Objectives*

1. Understand learning styles, building on the strengths of personal learning style, and adapting learning style to a variety of work and personal situations.
2. Understand how to continue to build personal skills and access education to advance on the job or transition to a new career.
3. Organize daily activities and create a schedule to meet personal and work-related obligations.
4. Get to work and personal appointments by utilizing a variety of transportation methods, identifying the best possible route, and selecting the appropriate strategy to arrive on time.
5. Anticipate and manage crisis situations and identify alternative solutions when established plan of actions fails.
6. Obtain and maintain personal documents including work papers, social security card, driver's license, birth certificate and pay stubs.
7. Understand how to analyze the requirements and responsibilities of, and enter into, contractual agreements.
8. Open a checking/savings account to manage income and pay bills.
9. Access community resources to assist in overcoming potential barriers and avoid potential setbacks in progress toward success.
10. Establish independent living situations including arranging housing, turning on public utilities, and setting up your living quarters.

## ***Job Getting Skills Learning Objectives***

1. Explore career options that support personal values, skills, abilities and interests.
2. Use labor market information to decide upon career opportunities which align with personal values, skills, abilities, interests, and income needs.
3. Use variety of job search techniques to identify potential job openings.
4. Use computer technologies to conduct job search activities and apply for job openings.
5. Develop appropriate telephone skills for contacting employers to arrange interviews, conduct interviews, and follow up on job leads.
6. Complete applications to highlight skills, experience, and personal information pertaining to the job opening.
7. Prepare a resume that summarizes skills and experience related to the targeted job or career.
8. Write a cover letter that highlights the most important qualifications for the job opening, shows interest in obtaining the job, and calls for action.
9. Develop interviewing skills that promote personal skills, previous experiences, and transferable skills relevant to job opening.
10. Follow up after the interview to express appreciation, recap ability to do the job, and express interest in the job.
11. Understand labor laws and rights governing employment situations.

## ***Job Keeping Skills Learning Objectives***

### ***Resources***

1. Understand organization's expectations for attendance and adhere to work schedules (at work when scheduled, notifies when absent, arranges time off in advance and completes appropriate vacation/day off forms).
2. Understand organization's expectations for punctuality and adhere to them (arrives on time for work, takes and returns from breaks as scheduled, and calls prior to being late to notify appropriate person).
3. Understand organization's expectations of timeliness for task completion or product delivery and manage time accordingly.
4. Manage multiple tasks or responsibilities, prioritize work activities and schedule work accordingly.

### ***Interpersonal***

5. Demonstrate understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings.
6. Assert self and present ideas in familiar and unfamiliar work settings.
7. Demonstrate speaking, listening, writing, and social skills to participate as an effective team member.
8. Communicate thoughts, feelings, and ideas to justify decisions or support position on workplace issues.
9. Ask for feedback on performance or input for task completion.
10. Interact appropriately with persons of authority and respond appropriately to workplace requests.
11. Interact with co-workers in a professional manner.
12. Respond appropriately to customer requests.



13. Resolve conflicts with persons of authority, co-workers, and customers in the appropriate manner.
14. Understand the impact of one's work on others work and the final outcome.

## ***Information***

15. Select the appropriate information sources, analyze the information for meaning, and communicate the results accordingly in order to accomplish work tasks.
16. Choose appropriate language/manners of expression and engage in appropriate conversations in the workplace.
17. Research issues and situations at the workplace to form own opinion, action plans, and make recommendations for completing work tasks.
18. Ask appropriate questions to clarify intent, understand outcomes, or solve problems.
19. Respond appropriately to written and oral instructions in the workplace.
20. Complete necessary forms, reports, and documents accurately.

## ***Systems***

21. Follow workplace procedures for use of machinery and equipment.
22. Follow workplace safety procedures and develop safe working behaviors.
23. Know where and to whom to go within the workplace when a problem or specific situation arises.

## ***Technology***

- 24. Select appropriate tools, equipment, and parts to accomplish task most efficiently.
- 25. Maintain equipment and technology in proper working order.
- 26. Use workplace equipment, tools, and technology for the ways in which they were intended.

## ***Thinking***

- 27. Recognize problems that exist (discrepancy between what is and what should be or could be), identify possible causes of the problem and create plans to solve the problems.
- 28. Recognize and apply new knowledge and skills in both familiar and unfamiliar situations.
- 29. Specify goals to achieve, generate alternatives to accomplish the goals, consider risks, evaluate possible solutions, and choose the best plan of action.

## ***Personal Qualities***

- 30. Exert a high level of effort and perseverance toward goal completion, work hard to learn new tasks.
- 31. Seek out information to improve skills and performance.
- 32. Believe in own self-worth and maintain positive view of self in order to contribute to workplace.
- 33. Is a self-starter/initiate work activities and complete tasks without being told.
- 34. Demonstrate self-control by responding unemotionally and non-defensively to workplace requests and situations (even when they may be unpleasant).

35. Demonstrate trustworthiness by adhering to workplace policies, expectations, and values.
36. Understand the impact of violating organizational values and choose an ethical course of action.
37. Demonstrate honesty when faced with critical decisions at the workplace.
38. Select appropriate and clean clothing or uniform and maintain personal hygiene (washed and styled hair, clean hands, absence of offensive body odors and fragrances) in accordance with industry/company standards.
39. Stick to the task and complete projects fully even when undesirable or unpleasant.

## D. Entry Assessment

1. **Transition skills** could be assessed through an interviewing strategy or actual demonstration of the skill area, then documented on a **checklist**.

*The interview questions and entry assessment checklist does not currently exist.*

2. **Job getting skills** can be assessed using a variety of assessment strategies and documented using the following **checklists**.

*Criteria and checklists exist for 9 of the 11 identified skills. There are no criteria for “Use Computer to Conduct Job Search” and “Understand Labor Laws.” These will need to be created.*

3. **Job keeping skills** initially will be assessed through an interviewing strategy, using the **presumptive need documentation, which currently exists**.

Ideally, these skills could be assessed by providing **authentic experiential situations** where young people are given tasks, etc., to benchmark skills in use or through a variety of assessment strategies and documented in a checklist format. Assessment staff could create these situations through interactions in youth centers and create performance-based assessment activities as part of the up-front assessment process.

*For the initial launch of this new work readiness system, it is recommended that the existing tools be used. If current assessment tools do not exist, contractors can create them and submit to the WIB for approval. The newly created tools would then become part of the statewide system.*

## ***Job Getting Skills Criteria Entry Assessment Outcomes***

\_\_\_\_\_  
Name

\_\_\_\_\_  
Social Security Number

### ***Explore Career Decisions***

**Objective:**     The customer has decided upon a career choice, which meets his/her personal values, skills, and interests.

| Criteria   | Meets | Doesn't Meet |
|--|-------|--------------|
| • identified and described industries in which he/she would like to work   |       |              |
| • identified and described career cluster and career path within a particular industry for selected occupation                                     |       |              |
| • identified a particular job/occupation and presents reasons for selecting the job/occupation based on personal skills, interests, and preference |       |              |
| • identified and described necessary education/training for entry into and advancement within occupation   |       |              |
| • identified timeline and resources needed to obtain necessary education and training for entry into and advance within occupation                 |       |              |
| <b>All criteria have been met.</b>   |       |              |

### ***Use Labor Market Information***

**Objective:**     The customer can use labor market information to decide on career opportunities which meet personal values, interests, and income needs.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • identified anticipated wage/salary and benefits associated with the selected job/occupation |       |              |
| • identified at least 5 businesses where the desired job may be found                         |       |              |
| • identified at least 3 businesses that currently have openings in the desired job/occupation |       |              |
| • identified the future outlook for selected job/occupation                                   |       |              |
| <b>All criteria have been met.</b>  |       |              |



### ***Use a Variety of Job Search Techniques***

**Objective:** The customer can effectively use a variety of job search techniques when looking for employment.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • identified at least 4 methods to find job openings                        |       |              |
| • understood when to use each method  |       |              |
| • understood outcome and possibilities for each method                      |       |              |
| • demonstrated how to use each method effectively                           |       |              |
| • demonstrated how to use multiple methods for effective job search         |       |              |
| • developed a strategy for job search activities using a variety of methods |       |              |
| All criteria have been met.   |       |              |

### ***Use the Computer to Conduct Job Search***

**Objective:** The customer can conduct job search activities and apply for job openings using the computer.

| Criteria                    | Meets | Doesn't Meet |
|-----------------------------|-------|--------------|
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| All criteria have been met. |       |              |

## ***Develop Telephone Skills***

**Objective:** The customer can appropriately use the telephone to contact employers to arrange interviews, conduct interviews, and/or follow-up on job leads.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • asked for appropriate person within the business          |       |              |
| • stated purpose for call                                   |       |              |
| • used appropriate and professional language                |       |              |
| • asked appropriate questions                               |       |              |
| • expressed self clearly                                    |       |              |
| • provided complete responses to all questions              |       |              |
| • indicated an action by either the employer or him/herself |       |              |
| <b>All criteria have been met.</b>                          |       |              |

## ***Complete Job Applications***

**Objective:** The customer can neatly, accurately, and completely fill out job applications highlighting his/her skills, experiences, and personal information pertaining to the job opening.

| Criteria   | Meets | Doesn't Meet |
|--|-------|--------------|
| • printed in blue or black ink or typed                    |       |              |
| • neat and legible   |       |              |
| • spelled or abbreviated all words correctly               |       |              |
| • completed all lines or used N/A as appropriate           |       |              |
| • placed information on appropriate lines/sections         |       |              |
| • provided information related to job opening applied for  |       |              |
| • included a contact phone number and address              |       |              |
| • listed work history in the requested order               |       |              |
| • listed education/training history in the requested order |       |              |
| • listed requested references                              |       |              |
| <b>All criteria have been met.</b>                         |       |              |

## ***Prepare a Resume***

**Objective:** The customer has a neatly, accurately, and completely developed resume' summarizing his/her skills and experience related to the targeted job or career.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • typed neatly  |       |              |
| • presented in an organized format appropriate for the targeted job or career                       |       |              |
| • free of spelling, grammatical, punctuation and typographical errors                               |       |              |
| • included name and contact information   |       |              |
| • stated career or job objective  |       |              |
| • highlighted relevant work history and/or volunteer experiences                                    |       |              |
| • highlighted relevant personal and/or work accomplishments   |       |              |
| • included relevant skills, abilities, and strengths  |       |              |
| • outlined relevant education and training  |       |              |
| • listed references or stated "references available upon request" with references listed separately |       |              |
| <b>All criteria have been met.</b>  |       |              |

## ***Write a Cover Letter***

**Objective:** The customer can write a cover letter highlighting his/her most important qualifications for the job opening, shows interest in the opening, and calls for action.

| Criteria   | Meets | Doesn't Meet |
|--|-------|--------------|
| • typed neatly   |       |              |
| • organized in a business letter format  |       |              |
| • free of spelling, grammatical, punctuation, and typographical errors   |       |              |
| • opened with a statement expressing the purpose of writing  |       |              |
| • included a statement with one or more of the following: job skills, job experience, and/or education and training background |       |              |
| • included a statement of interest in a specific job or occupational field   |       |              |
| • indicated an action by either the employer or him/herself  |       |              |
| <b>All criteria have been met.</b>   |       |              |





## ***Develop Interviewing Skills***

**Objective:** The customer can convey personal skills, previous experience, and transferable skills relevant to job opening during an employment interview.

| Criteria   | Meets | Doesn't Meet |
|--|-------|--------------|
| • showed up on time  |       |              |
| • dressed appropriately and was well groomed   |       |              |
| • knew relevant facts and information about the company or business with which he/she was interviewing |       |              |
| • expressed self clearly   |       |              |
| • provided complete and appropriate responses to all questions and included relevant qualifications    |       |              |
| • asked appropriate and relevant questions   |       |              |
| • demonstrated a positive attitude   |       |              |
| • demonstrated appropriate body language   |       |              |
| • provided requested documentation   |       |              |
| • ended the interview with positive statement of interest in the job                                   |       |              |
| <b>All criteria have been met.</b>   |       |              |

## ***Follow-Up After the Interview***

**Objective:** The customer follows-up with employers after the interview to express appreciation, recap ability to do the job, and express interest in the job.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • contacted employer within three days of interview           |       |              |
| • thanked interviewer for opportunity to discuss job opening  |       |              |
| • asked for feedback on skills and qualifications             |       |              |
| • highlighted most important skills for the job               |       |              |
| • expressed interest in the job                               |       |              |
| • inquired about next steps in hiring process                 |       |              |
| • determined whether he/she was still a candidate for the job |       |              |
| • indicated an action by either the employer or him/herself   |       |              |
| <b>All criteria have been met.</b>                            |       |              |

## ***Understand Labor Laws***

**Objective:** The customer understands labor laws and his/her rights governing employment situations.

| Criteria                    | Meets | Doesn't Meet |
|-----------------------------|-------|--------------|
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| All criteria have been met. |       |              |

A “**MEETS**” response for “all criteria have been met” indicates that the customer has mastered the skill area and *training is not needed*.

A “**DOESN'T MEET**” response for “all criteria have been met” indicates that the customer needs to work on the skill area and training is *needed*.

*I assure that this information is accurate.*

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date

*This information has been discussed with me, and I verify its accuracy.*

\_\_\_\_\_  
Customer Signature

\_\_\_\_\_  
Date

## *Job Keeping Skills Entry Assessment Outcomes*

\_\_\_\_\_  
Name

\_\_\_\_\_  
Social Security Number

---

### *Presumptive Need Criteria*

---

- |    |  |            |           |
|----|--|------------|-----------|
| 1. | The customer has worked full time for at least 90 consecutive calendar days in the last 6 months with one employer, excluding subsidized work activities.                  | <b>yes</b> | <b>no</b> |
| 2. | The customer has a written recommendation from a previous employer.  | <b>yes</b> | <b>no</b> |
| 3. | The customer has never been fired from a job.<br><i>Check <b>YES</b> if he/she <u>has never</u> been fired.</i><br><i>Check <b>NO</b> if he/she <u>has</u> been fired.</i> | <b>yes</b> | <b>no</b> |
- 

A “**YES**” response for two or more of the criteria indicates that the customer possesses job keeping skills and ***training is not needed***.

A “**NO**” response for two or more of the criteria indicates that the customer needs to work on job keeping skills and ***training is needed***.

*I assure that this information is accurate.*

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date

*This information has been discussed with me, and I verify its accuracy.*

\_\_\_\_\_  
Customer Signature

\_\_\_\_\_  
Date



## E. Skill Attainment Definition

**Any grouping of 10 skills** the young person needs to develop, is provided training on, and demonstrates proficiency within 12 months of setting the goal, will qualify as a skill attainment.

The new system allows for *multiple skill attainments within this benchmarking area during a program year and across multiple program years*. For this reason, “groupings” of skills are not pre-defined, but rather, any mix of **10 skills the young person needs to develop** based on pre-assessment outcomes could be individually defined and documented.

This allows for flexibility in the system outcomes, provides the opportunity to customize training plans on an individual basis, and supports the concept of giving the young people credit for the skills they bring with them into the system and only providing the training in the skills they need.

### To report a “skill attainment” for work readiness:

- the 10 skills to provide training on must be defined;
- there must be a goal set on the ISS and entered into the MIS system;
- all 10 skills must be obtained;
- there must be documentation supporting the goal setting process and attainment of the skills; and,
- the goal must be obtained within a 12-month period once the goal was set.

The tool on the following page will be used to identify the “grouping” of 10 skills, which are the targets for the skill attainment.

## *Identified Work Readiness Skills*

Based on pre-assessment outcomes, the young person has been determined in need in the following skills:

*T = Transition Skill*

*G = Getting Skills*

*K = Keeping Skills*

T    G    K        1.

T    G    K        2.

T    G    K        3.

T    G    K        4.

T    G    K        5.

T    G    K        6.

T    G    K        7.

T    G    K        8.

T    G    K        9.

T    G    K        10.

## **F. Identified Goal and Training Plan**

For each outcome identified, there must be a clearly identified goal and training plan designed to meet the outcome. This documentation includes the goal identified on the ISS and in the MIS system and any training outlines for the specific goal identified.

## **G. Training Curricula and Methods**

Each contractor will develop curricula that will provide young people with content and context to develop the knowledge and skills to demonstrate proficiency in the Work Readiness Skills.

## H. Final Assessment

1. **Transition skills** could be assessed using a variety of assessment strategies or actual demonstration of the skill area, then documented on a **checklist**. These skills could be assessed through classroom-based activities or actual demonstration of ability to perform tasks.

*The final assessment strategies and tools do not currently exist.*

2. **Job getting skills** could be assessed using a variety of assessment strategies or actual demonstration of the skill area then documented on the current **checklists**.

*Not all skills identified have current final assessment tools.*

3. **Job keeping skills** must be demonstrated through a work-based learning activity with supervisor evaluations and feedback.

For job keeping skills, the young person must have been evaluated **two times at the worksites and receive a “meets expectations” or exceeds expectations” rating**. Additionally, the young person needs to have at least **100 hours of worksite training if an in-school youth and 200 hours of worksite training if an out-of-school youth**.

The following performance evaluation will be customized for each young person identifying the specific job keeping skills in which training at the worksite is to be provided. The intent of this tool is to mirror authentic evaluations employers use and to provide feedback to the young person on the skill in use and give suggestions on how to improve performance.

*For the initial launch of this new work readiness system, it is recommended that existing tools be used. If current assessment tools do not exist, contractors can create them and submit to the WIB for approval. The newly created tools would then become part of the system.*

## ***Job Getting Skills Criteria Final Assessment Outcomes***

\_\_\_\_\_  
Name

\_\_\_\_\_  
Social Security Number

### ***Explore Career Decisions***

**Objective:** The customer has decided upon a career choice, which meets his/her personal values, skills, and interests.

| Criteria   | Meets | Doesn't Meet |
|--|-------|--------------|
| • identified and described industries in which he/she would like to work   |       |              |
| • identified and described career cluster and career path within a particular industry for selected occupation                                     |       |              |
| • identified a particular job/occupation and presents reasons for selecting the job/occupation based on personal skills, interests, and preference |       |              |
| • identified and described necessary education/training for entry into and advancement within occupation   |       |              |
| • identified timeline and resources needed to obtain necessary education and training for entry into and advance within occupation                 |       |              |
| <b>All criteria have been met.</b>   |       |              |

### ***Use Labor Market Information***

**Objective:** The customer can use labor market information to decide on career opportunities which meet personal values, interests, and income needs.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • identified anticipated wage/salary and benefits associated with the selected job/occupation |       |              |
| • identified at least 5 businesses where the desired job may be found                         |       |              |
| • identified at least 3 businesses that currently have openings in the desired job/occupation |       |              |
| • identified the future outlook for selected job/occupation                                   |       |              |
| <b>All criteria have been met.</b>  |       |              |





## ***Use a Variety of Job Search Techniques***

**Objective:** The customer can effectively use a variety of job search techniques when looking for employment.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • identified at least 4 methods to find job openings                        |       |              |
| • understood when to use each method  |       |              |
| • understood outcome and possibilities for each method                      |       |              |
| • demonstrated how to use each method effectively                           |       |              |
| • demonstrated how to use multiple methods for effective job search         |       |              |
| • developed a strategy for job search activities using a variety of methods |       |              |
| <b>All criteria have been met.</b>  |       |              |

## ***Use the Computer to Conduct Job Search***

**Objective:** The customer can conduct job search activities and apply for job openings using the computer.

| Criteria                           | Meets | Doesn't Meet |
|------------------------------------|-------|--------------|
| •                                  |       |              |
| •                                  |       |              |
| •                                  |       |              |
| •                                  |       |              |
| •                                  |       |              |
| •                                  |       |              |
| •                                  |       |              |
| •                                  |       |              |
| •                                  |       |              |
| •                                  |       |              |
| •                                  |       |              |
| •                                  |       |              |
| <b>All criteria have been met.</b> |       |              |

## ***Develop Telephone Skills***

**Objective:** The customer can appropriately use the telephone to contact employers to arrange interviews, conduct interviews, and/or follow-up on job leads.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • asked for appropriate person within the business          |       |              |
| • stated purpose for call                                   |       |              |
| • used appropriate and professional language                |       |              |
| • asked appropriate questions                               |       |              |
| • expressed self clearly                                    |       |              |
| • provided complete responses to all questions              |       |              |
| • indicated an action by either the employer or him/herself |       |              |
| <b>All criteria have been met.</b>                          |       |              |

## ***Complete Job Applications***

**Objective:** The customer can neatly, accurately, and completely fill out job applications highlighting his/her skills, experiences, and personal information pertaining to the job opening.

| Criteria   | Meets | Doesn't Meet |
|--|-------|--------------|
| • printed in blue or black ink or typed                    |       |              |
| • neat and legible   |       |              |
| • spelled or abbreviated all words correctly               |       |              |
| • completed all lines or used N/A as appropriate           |       |              |
| • placed information on appropriate lines/sections         |       |              |
| • provided information related to job opening applied for  |       |              |
| • included a contact phone number and address              |       |              |
| • listed work history in the requested order               |       |              |
| • listed education/training history in the requested order |       |              |
| • listed requested references                              |       |              |
| <b>All criteria have been met.</b>                         |       |              |

## ***Prepare a Resume***

**Objective:** The customer has a neatly, accurately, and completely developed resume summarizing his/her skills and experience related to the targeted job or career.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • typed neatly  |       |              |
| • presented in an organized format appropriate for the targeted job or career                       |       |              |
| • free of spelling, grammatical, punctuation and typographical errors                               |       |              |
| • included name and contact information   |       |              |
| • stated career or job objective  |       |              |
| • highlighted relevant work history and/or volunteer experiences                                    |       |              |
| • highlighted relevant personal and/or work accomplishments   |       |              |
| • included relevant skills, abilities, and strengths  |       |              |
| • outlined relevant education and training  |       |              |
| • listed references or stated "references available upon request" with references listed separately |       |              |
| <b>All criteria have been met.</b>  |       |              |

## ***Write a Cover Letter***

**Objective:** The customer can write a cover letter highlighting his/her most important qualifications for the job opening, shows interest in the opening, and calls for action.

| Criteria   | Meets | Doesn't Meet |
|--|-------|--------------|
| • typed neatly   |       |              |
| • organized in a business letter format  |       |              |
| • free of spelling, grammatical, punctuation, and typographical errors   |       |              |
| • opened with a statement expressing the purpose of writing  |       |              |
| • included a statement with one or more of the following: job skills, job experience, and/or education and training background |       |              |
| • included a statement of interest in a specific job or occupational field   |       |              |
| • indicated an action by either the employer or him/herself  |       |              |
| <b>All criteria have been met.</b>   |       |              |

## ***Develop Interviewing Skills***

**Objective:** The customer can convey personal skills, previous experience, and transferable skills relevant to job opening during an employment interview.

| Criteria   | Meets | Doesn't Meet |
|--|-------|--------------|
| • showed up on time  |       |              |
| • dressed appropriately and was well groomed   |       |              |
| • knew relevant facts and information about the company or business with which he/she was interviewing |       |              |
| • expressed self clearly   |       |              |
| • provided complete and appropriate responses to all questions and included relevant qualifications    |       |              |
| • asked appropriate and relevant questions   |       |              |
| • demonstrated a positive attitude   |       |              |
| • demonstrated appropriate body language   |       |              |
| • provided requested documentation   |       |              |
| • ended the interview with positive statement of interest in the job                                   |       |              |
| All criteria have been met.  |       |              |

## ***Follow-Up After the Interview***

**Objective:** The customer follows-up with employers after the interview to express appreciation, recap ability to do the job, and express interest in the job.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • contacted employer within three days of interview           |       |              |
| • thanked interviewer for opportunity to discuss job opening  |       |              |
| • asked for feedback on skills and qualifications             |       |              |
| • highlighted most important skills for the job               |       |              |
| • expressed interest in the job                               |       |              |
| • inquired about next steps in hiring process                 |       |              |
| • determined whether he/she was still a candidate for the job |       |              |
| • indicated an action by either the employer or him/herself   |       |              |
| All criteria have been met.                                   |       |              |

## ***Understand Labor Laws***

**Objective:** The customer understands labor laws and his/her rights governing employment situations.

| Criteria                    | Meets | Doesn't Meet |
|-----------------------------|-------|--------------|
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| •                           |       |              |
| All criteria have been met. |       |              |

A “**MEETS**” response for “all criteria have been met” is needed on the final assessment for the skill area to count toward a skill attainment outcome.

*I assure that this information is accurate.*

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date

*This information has been discussed with me, and I verify its accuracy.*

\_\_\_\_\_  
Customer Signature

\_\_\_\_\_  
Date

## *Worksite Training Performance and Feedback*

### **Worker Information**

Performance Evaluation for \_\_\_\_\_ SS# \_\_\_\_\_

Department \_\_\_\_\_ Job Title \_\_\_\_\_

Evaluation Period \_\_\_\_\_ to \_\_\_\_\_ Evaluation # \_\_\_\_\_

### **Purpose of Evaluation**

This worksite performance evaluation is to provide you with feedback on your current performance and ways in which you can continue to improve your skills.

You have agreed to learn, practice, and demonstrate the skill areas listed. For each skill area, there is a rating of your current performance for the evaluation period, comments on how you have demonstrated use of the skill, and/or how you can continue to improve on your skills.

### **Definitions of Ratings**

|                                  |  |
|----------------------------------|--|
| <b>Exceeds Expectations</b>      | Consistently exceeds job requirements and workplace expectations; nearly ideal worker; job very well done.   |
| <b>Meets Expectations</b>        | Usually meets job requirements and workplace expectations; good worker; job generally well done.   |
| <b>Doesn't Meet Expectations</b> | Frequently fails to meet job requirements and workplace expectations; potentially good worker with additional training; much room for improvement. |

| Skill Area                | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|---------------------------|---------------------------|--------------------|----------------------|
|                           |                           |                    |                      |
| Comments and Observations |                           |                    |                      |

| Skill Area                | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|---------------------------|---------------------------|--------------------|----------------------|
|                           |                           |                    |                      |
| Comments and Observations |                           |                    |                      |

| Skill Area                | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|---------------------------|---------------------------|--------------------|----------------------|
|                           |                           |                    |                      |
| Comments and Observations |                           |                    |                      |

| Skill Area   | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|--|---------------------------|--------------------|----------------------|
|  |                           |                    |                      |
| <b>Comments and Observations</b><br><br><br><br><br><br><br><br><br><br> |                           |                    |                      |

| Skill Area   | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|--|---------------------------|--------------------|----------------------|
|  |                           |                    |                      |
| <b>Comments and Observations</b><br><br><br><br><br><br><br><br><br><br> |                           |                    |                      |

| Skill Area   | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|--|---------------------------|--------------------|----------------------|
|  |                           |                    |                      |
| <b>Comments and Observations</b><br><br><br><br><br><br><br><br><br><br> |                           |                    |                      |



| Skill Area                | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|---------------------------|---------------------------|--------------------|----------------------|
|                           |                           |                    |                      |
| Comments and Observations |                           |                    |                      |

| Skill Area                | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|---------------------------|---------------------------|--------------------|----------------------|
|                           |                           |                    |                      |
| Comments and Observations |                           |                    |                      |

| Skill Area                | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|---------------------------|---------------------------|--------------------|----------------------|
|                           |                           |                    |                      |
| Comments and Observations |                           |                    |                      |



| Skill Area   | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|--|---------------------------|--------------------|----------------------|
|  |                           |                    |                      |
| <b>Comments and Observations</b><br><br><br><br><br><br><br><br><br><br> |                           |                    |                      |

---

Overall observations and comments

---

*This performance evaluation has been discussed with me, and I verify that that I have received training in the skill areas listed.*

\_\_\_\_\_  
Intern's Signature

\_\_\_\_\_  
Date

*I have discussed this performance evaluation with the intern and certify that I have evaluated the skill areas listed objectively.*

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

## I. Documentation

As with any reporting system, there are multiple and integrated methods and tools for documenting skill outcomes. For the work readiness attainment, the following apply:

1. **Entry Assessment** documentation on the identified tools (currently existing tools and future WIB approved tools contractors create) showing need for service.
2. **Identified Work Readiness Skills** form to document the specific 10 skills in which training intervention will be provided.
3. **Identified Goal and Training Plan/ISS** documentation stating that the goal was set, the service interventions to meet the goal, and progress notes toward goal attainment.
4. **Training curricula** and methods used to attain skills.
5. **Final Assessment** documentation for Transition and Job Getting Skills.
6. **Performance Evaluation** tool with skill evaluation and feedback from work-based training site for Job Keeping Skills.

## ***Job Getting Skills Criteria Entry Assessment Outcomes***

\_\_\_\_\_  
Name

\_\_\_\_\_  
Social Security Number

### ***Explore Career Decisions***

**Objective:**     The customer has decided upon a career choice, which meets his/her personal values, skills, and interests.

| Criteria   | Meets | Doesn't Meet |
|--|-------|--------------|
| • identified and described industries in which he/she would like to work   |       |              |
| • identified and described career cluster and career path within a particular industry for selected occupation                                     |       |              |
| • identified a particular job/occupation and presents reasons for selecting the job/occupation based on personal skills, interests, and preference |       |              |
| • identified and described necessary education/training for entry into and advancement within occupation   |       |              |
| • identified timeline and resources needed to obtain necessary education and training for entry into and advance within occupation                 |       |              |
| <b>All criteria have been met.</b>   |       |              |

### ***Use Labor Market Information***

**Objective:**     The customer can use labor market information to decide on career opportunities which meet personal values, interests, and income needs.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • identified anticipated wage/salary and benefits associated with the selected job/occupation |       |              |
| • identified at least 5 businesses where the desired job may be found                         |       |              |
| • identified at least 3 businesses that currently have openings in the desired job/occupation |       |              |
| • identified the future outlook for selected job/occupation                                   |       |              |
| <b>All criteria have been met.</b>  |       |              |



## ***Use a Variety of Job Search Techniques***

**Objective:** The customer can effectively use a variety of job search techniques when looking for employment.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • identified at least 4 methods to find job openings                        |       |              |
| • understood when to use each method  |       |              |
| • understood outcome and possibilities for each method                      |       |              |
| • demonstrated how to use each method effectively                           |       |              |
| • demonstrated how to use multiple methods for effective job search         |       |              |
| • developed a strategy for job search activities using a variety of methods |       |              |
| <b>All criteria have been met.</b>  |       |              |

## ***Develop Telephone Skills***

**Objective:** The customer can appropriately use the telephone to contact employers to arrange interviews, conduct interviews, and/or follow-up on job leads.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • asked for appropriate person within the business          |       |              |
| • stated purpose for call                                   |       |              |
| • used appropriate and professional language                |       |              |
| • asked appropriate questions                               |       |              |
| • expressed self clearly                                    |       |              |
| • provided complete responses to all questions              |       |              |
| • indicated an action by either the employer or him/herself |       |              |
| <b>All criteria have been met.</b>                          |       |              |

## ***Complete Job Applications***

**Objective:** The customer can neatly, accurately, and completely fill out job applications highlighting his/her skills, experiences, and personal information pertaining to the job opening.

| Criteria   | Meets | Doesn't Meet |
|--|-------|--------------|
| • printed in blue or black ink or typed                    |       |              |
| • neat and legible   |       |              |
| • spelled or abbreviated all words correctly               |       |              |
| • completed all lines or used N/A as appropriate           |       |              |
| • placed information on appropriate lines/sections         |       |              |
| • provided information related to job opening applied for  |       |              |
| • included a contact phone number and address              |       |              |
| • listed work history in the requested order               |       |              |
| • listed education/training history in the requested order |       |              |
| • listed requested references                              |       |              |
| All criteria have been met.                                |       |              |

## ***Prepare a Resume***

**Objective:** The customer has a neatly, accurately, and completely developed resume' summarizing his/her skills and experience related to the targeted job or career.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • typed neatly  |       |              |
| • presented in an organized format appropriate for the targeted job or career                       |       |              |
| • free of spelling, grammatical, punctuation and typographical errors                               |       |              |
| • included name and contact information   |       |              |
| • stated career or job objective  |       |              |
| • highlighted relevant work history and/or volunteer experiences                                    |       |              |
| • highlighted relevant personal and/or work accomplishments   |       |              |
| • included relevant skills, abilities, and strengths  |       |              |
| • outlined relevant education and training  |       |              |
| • listed references or stated "references available upon request" with references listed separately |       |              |
| All criteria have been met.   |       |              |

## ***Write a Cover Letter***

**Objective:** The customer can write a cover letter highlighting his/her most important qualifications for the job opening, shows interest in the opening, and calls for action.

| Criteria   | Meets | Doesn't Meet |
|--|-------|--------------|
| • typed neatly   |       |              |
| • organized in a business letter format  |       |              |
| • free of spelling, grammatical, punctuation, and typographical errors   |       |              |
| • opened with a statement expressing the purpose of writing  |       |              |
| • included a statement with one or more of the following: job skills, job experience, and/or education and training background |       |              |
| • included a statement of interest in a specific job or occupational field   |       |              |
| • indicated an action by either the employer or him/herself  |       |              |
| All criteria have been met.  |       |              |

## ***Develop Interviewing Skills***

**Objective:** The customer can convey personal skills, previous experience, and transferable skills relevant to job opening during an employment interview.

| Criteria   | Meets | Doesn't Meet |
|--|-------|--------------|
| • showed up on time  |       |              |
| • dressed appropriately and was well groomed   |       |              |
| • knew relevant facts and information about the company or business with which he/she was interviewing |       |              |
| • expressed self clearly   |       |              |
| • provided complete and appropriate responses to all questions and included relevant qualifications    |       |              |
| • asked appropriate and relevant questions   |       |              |
| • demonstrated a positive attitude   |       |              |
| • demonstrated appropriate body language   |       |              |
| • provided requested documentation   |       |              |
| • ended the interview with positive statement of interest in the job                                   |       |              |
| All criteria have been met.  |       |              |

## ***Follow-Up After the Interview***

**Objective:** The customer follows-up with employers after the interview to express appreciation, recap ability to do the job, and express interest in the job.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • contacted employer within three days of interview           |       |              |
| • thanked interviewer for opportunity to discuss job opening  |       |              |
| • asked for feedback on skills and qualifications             |       |              |
| • highlighted most important skills for the job               |       |              |
| • expressed interest in the job                               |       |              |
| • inquired about next steps in hiring process                 |       |              |
| • determined whether he/she was still a candidate for the job |       |              |
| • indicated an action by either the employer or him/herself   |       |              |
| <b>All criteria have been met.</b>                            |       |              |

A “**MEETS**” response for “all criteria have been met” indicates that the customer has mastered the skill area and *training is not needed*.

A “**DOESN'T MEET**” response for “all criteria have been met” indicates that the customer needs to work on the skill area and training is *needed*.

*I assure that this information is accurate.*

\_\_\_\_\_  
**Staff Signature**

\_\_\_\_\_  
**Date**

*This information has been discussed with me, and I verify its accuracy.*

\_\_\_\_\_  
**Customer Signature**

\_\_\_\_\_  
**Date**



## *Job Keeping Skills Entry Assessment Outcomes*

\_\_\_\_\_  
Name

\_\_\_\_\_  
Social Security Number

---

### *Presumptive Need Criteria*

---

- |    |  |            |           |
|----|--|------------|-----------|
| 1. | The customer has worked full time for at least 90 consecutive calendar days in the last 6 months with one employer, excluding subsidized work activities.            | <b>yes</b> | <b>no</b> |
| 2. | The customer has a written recommendation from a previous employer.  | <b>yes</b> | <b>no</b> |
| 3. | The customer has never been fired from a job.<br><i>Check <b>YES</b> if he/she <u>has never</u> been fired.<br/>Check <b>NO</b> if he/she <u>has</u> been fired.</i> | <b>yes</b> | <b>no</b> |

---

A “**YES**” response for two or more of the criteria indicates that the customer possesses job keeping skills and ***training is not needed***.

A “**NO**” response for two or more of the criteria indicates that the customer needs to work on job keeping skills and ***training is needed***.

*I assure that this information is accurate.*

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date

*This information has been discussed with me, and I verify its accuracy.*

\_\_\_\_\_  
Customer Signature

\_\_\_\_\_  
Date

## ***Job Getting Skills Criteria Final Assessment Outcomes***

\_\_\_\_\_  
Name

\_\_\_\_\_  
Social Security Number

### ***Explore Career Decisions***

**Objective:**     The customer has decided upon a career choice, which meets his/her personal values, skills, and interests.

| Criteria   | Meets | Doesn't Meet |
|--|-------|--------------|
| • identified and described industries in which he/she would like to work   |       |              |
| • identified and described career cluster and career path within a particular industry for selected occupation                                     |       |              |
| • identified a particular job/occupation and presents reasons for selecting the job/occupation based on personal skills, interests, and preference |       |              |
| • identified and described necessary education/training for entry into and advancement within occupation   |       |              |
| • identified timeline and resources needed to obtain necessary education and training for entry into and advance within occupation                 |       |              |
| <b>All criteria have been met.</b>   |       |              |

### ***Use Labor Market Information***

**Objective:**     The customer can use labor market information to decide on career opportunities which meet personal values, interests, and income needs.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • identified anticipated wage/salary and benefits associated with the selected job/occupation |       |              |
| • identified at least 5 businesses where the desired job may be found                         |       |              |
| • identified at least 3 businesses that currently have openings in the desired job/occupation |       |              |
| • identified the future outlook for selected job/occupation                                   |       |              |
| <b>All criteria have been met.</b>  |       |              |



## ***Use a Variety of Job Search Techniques***

**Objective:** The customer can effectively use a variety of job search techniques when looking for employment.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • identified at least 4 methods to find job openings                        |       |              |
| • understood when to use each method  |       |              |
| • understood outcome and possibilities for each method                      |       |              |
| • demonstrated how to use each method effectively                           |       |              |
| • demonstrated how to use multiple methods for effective job search         |       |              |
| • developed a strategy for job search activities using a variety of methods |       |              |
| <b>All criteria have been met.</b>  |       |              |

## ***Develop Telephone Skills***

**Objective:** The customer can appropriately use the telephone to contact employers to arrange interviews, conduct interviews, and/or follow-up on job leads.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • asked for appropriate person within the business          |       |              |
| • stated purpose for call                                   |       |              |
| • used appropriate and professional language                |       |              |
| • asked appropriate questions                               |       |              |
| • expressed self clearly                                    |       |              |
| • provided complete responses to all questions              |       |              |
| • indicated an action by either the employer or him/herself |       |              |
| <b>All criteria have been met.</b>                          |       |              |

## ***Complete Job Applications***

**Objective:** The customer can neatly, accurately, and completely fill out job applications highlighting his/her skills, experiences, and personal information pertaining to the job opening.

| Criteria   | Meets | Doesn't Meet |
|--|-------|--------------|
| • printed in blue or black ink or typed                    |       |              |
| • neat and legible   |       |              |
| • spelled or abbreviated all words correctly               |       |              |
| • completed all lines or used N/A as appropriate           |       |              |
| • placed information on appropriate lines/sections         |       |              |
| • provided information related to job opening applied for  |       |              |
| • included a contact phone number and address              |       |              |
| • listed work history in the requested order               |       |              |
| • listed education/training history in the requested order |       |              |
| • listed requested references                              |       |              |
| All criteria have been met.                                |       |              |

## ***Prepare a Resume***

**Objective:** The customer has a neatly, accurately, and completely developed resume' summarizing his/her skills and experience related to the targeted job or career.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • typed neatly  |       |              |
| • presented in an organized format appropriate for the targeted job or career                       |       |              |
| • free of spelling, grammatical, punctuation and typographical errors                               |       |              |
| • included name and contact information   |       |              |
| • stated career or job objective  |       |              |
| • highlighted relevant work history and/or volunteer experiences                                    |       |              |
| • highlighted relevant personal and/or work accomplishments   |       |              |
| • included relevant skills, abilities, and strengths  |       |              |
| • outlined relevant education and training  |       |              |
| • listed references or stated "references available upon request" with references listed separately |       |              |
| All criteria have been met.   |       |              |

## ***Write a Cover Letter***

**Objective:** The customer can write a cover letter highlighting his/her most important qualifications for the job opening, shows interest in the opening, and calls for action.

| Criteria   | Meets | Doesn't Meet |
|--|-------|--------------|
| • typed neatly   |       |              |
| • organized in a business letter format  |       |              |
| • free of spelling, grammatical, punctuation, and typographical errors   |       |              |
| • opened with a statement expressing the purpose of writing  |       |              |
| • included a statement with one or more of the following: job skills, job experience, and/or education and training background |       |              |
| • included a statement of interest in a specific job or occupational field   |       |              |
| • indicated an action by either the employer or him/herself  |       |              |
| <b>All criteria have been met.</b>   |       |              |

## ***Develop Interviewing Skills***

**Objective:** The customer can convey personal skills, previous experience, and transferable skills relevant to job opening during an employment interview.

| Criteria   | Meets | Doesn't Meet |
|--|-------|--------------|
| • showed up on time  |       |              |
| • dressed appropriately and was well groomed   |       |              |
| • knew relevant facts and information about the company or business with which he/she was interviewing |       |              |
| • expressed self clearly   |       |              |
| • provided complete and appropriate responses to all questions and included relevant qualifications    |       |              |
| • asked appropriate and relevant questions   |       |              |
| • demonstrated a positive attitude   |       |              |
| • demonstrated appropriate body language   |       |              |
| • provided requested documentation   |       |              |
| • ended the interview with positive statement of interest in the job                                   |       |              |
| <b>All criteria have been met.</b>   |       |              |

## ***Follow-Up After the Interview***

**Objective:** The customer follows-up with employers after the interview to express appreciation, recap ability to do the job, and express interest in the job.

| Criteria  | Meets | Doesn't Meet |
|---|-------|--------------|
| • contacted employer within three days of interview           |       |              |
| • thanked interviewer for opportunity to discuss job opening  |       |              |
| • asked for feedback on skills and qualifications             |       |              |
| • highlighted most important skills for the job               |       |              |
| • expressed interest in the job                               |       |              |
| • inquired about next steps in hiring process                 |       |              |
| • determined whether he/she was still a candidate for the job |       |              |
| • indicated an action by either the employer or him/herself   |       |              |
| <b>All criteria have been met.</b>                            |       |              |

A “**MEETS**” response for “all criteria have been met” is needed on the final assessment for the skill area to count toward a skill attainment outcome.

*I assure that this information is accurate.*

\_\_\_\_\_  
**Staff Signature**

\_\_\_\_\_  
**Date**

*This information has been discussed with me, and I verify its accuracy.*

\_\_\_\_\_  
**Customer Signature**

\_\_\_\_\_  
**Date**

## ***Worksite Training Performance and Feedback***

### **Worker Information**

Performance Evaluation for \_\_\_\_\_ SS# \_\_\_\_\_

Department \_\_\_\_\_ Job Title \_\_\_\_\_

Evaluation Period \_\_\_\_\_ to \_\_\_\_\_ Evaluation # \_\_\_\_\_

### **Purpose of Evaluation**

This worksite performance evaluation is to provide you with feedback on your current performance and ways in which you can continue to improve your skills.

You have agreed to learn, practice, and demonstrate the skill areas listed. For each skill area, there is a rating of your current performance for the evaluation period, comments on how you have demonstrated use of the skill, and/or how you can continue to improve on your skills.

### **Definitions of Ratings**

|                                  |  |
|----------------------------------|--|
| <b>Exceeds Expectations</b>      | Consistently exceeds job requirements and workplace expectations; nearly ideal worker; job very well done.   |
| <b>Meets Expectations</b>        | Usually meets job requirements and workplace expectations; good worker; job generally well done.   |
| <b>Doesn't Meet Expectations</b> | Frequently fails to meet job requirements and workplace expectations; potentially good worker with additional training; much room for improvement. |

| Skill Area                | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|---------------------------|---------------------------|--------------------|----------------------|
|                           |                           |                    |                      |
| Comments and Observations |                           |                    |                      |

| Skill Area                | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|---------------------------|---------------------------|--------------------|----------------------|
|                           |                           |                    |                      |
| Comments and Observations |                           |                    |                      |

| Skill Area                | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|---------------------------|---------------------------|--------------------|----------------------|
|                           |                           |                    |                      |
| Comments and Observations |                           |                    |                      |



| Skill Area                | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|---------------------------|---------------------------|--------------------|----------------------|
|                           |                           |                    |                      |
| Comments and Observations |                           |                    |                      |

| Skill Area                | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|---------------------------|---------------------------|--------------------|----------------------|
|                           |                           |                    |                      |
| Comments and Observations |                           |                    |                      |

| Skill Area                | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|---------------------------|---------------------------|--------------------|----------------------|
|                           |                           |                    |                      |
| Comments and Observations |                           |                    |                      |

| Skill Area                | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|---------------------------|---------------------------|--------------------|----------------------|
|                           |                           |                    |                      |
| Comments and Observations |                           |                    |                      |

| Skill Area                | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|---------------------------|---------------------------|--------------------|----------------------|
|                           |                           |                    |                      |
| Comments and Observations |                           |                    |                      |

| Skill Area                | Doesn't Meet Expectations | Meets Expectations | Exceeds Expectations |
|---------------------------|---------------------------|--------------------|----------------------|
|                           |                           |                    |                      |
| Comments and Observations |                           |                    |                      |



## **Important Issues to Consider**

Important issues you will want to consider when creating your local policy for a work readiness benchmarking system are currently under development. This portion of the Youth Benchmarking Systems Tool Kit will be included as soon as it is completed.